

LITERACY LEADER DESCRIPTION

Following are some of the responsibilities of the Reading First in Tennessee Literacy Leader:

Planning, Organizing, and Coordinating

1. Assists the building administrator and faculty to assess the school's current reading program and to develop a vision, goals and benchmarks for the school's reading program.
2. Assists the building administrator with coordination and assistance necessary for the successful implementation of the school's vision around reading for all children.
3. Works with Literacy Leaders, principals and appropriate administrators to coordinate Reading First throughout the district, including non-Reading First funded schools

Professional Development

4. Serves as a link between the school staff and the approved providers of reading professional development grounded in SBRR; participates with teachers and principals in all required professional development; brokers additional professional development and technical assistance, as needed.; insists on results-based training.
5. Assists K-3 teachers in building a learning community around reading; ensures classroom follow-up to training; encourages reflective practice and shared accountability; organizes grade level meetings and small group sessions.

Instruction & Coaching

6. Works with teachers to insure that kindergarten through third grade curricula and programs are centered around the five essential elements of reading.
7. Provides information about and assists K-3 teachers in effective classroom management for the teaching of reading, focusing on flexible grouping based on assessment results and instructional needs, including intervention.
8. Monitors the implementation of the K-3 reading program with classroom visits; assures that a 90 minute (or more) block of reading is scheduled for every child in every class every day.
9. Serves as a reading coach and mentor; models effective reading instruction for teachers when necessary; gives teachers supportive feedback on their implementation of reading instruction.
10. Assists teachers in the alignment of instruction with grade level standards.

Accountability

11. Assists teachers and building-level administrators in the evaluation and selection of K-3 reading programs, reading assessments, and supplemental materials that are based in SBRR.

12. Ensures that K-3 teachers understand the use of assessment to inform instructional decisions and strategies as well as the use of approved screening, diagnosis, progress monitoring and outcome assessments.
13. Ensures that assessments are conducted in accordance with an annual assessment plan and schedule and that these results are available to teachers in a timely manner.
14. Assists K-3 teachers to interpret and use data to make good instructional decisions around reading.
15. Works with K-3 teachers to continually monitor student achievement to insure that every child is making adequate progress; insures the reading instructional team has high expectations for all learners.
16. Conducts Literacy Observations, Surveys and Benchmarking activities required by the project evaluation plan.

Special Education and Other Academic Areas

17. Participates, as appropriate, in the special education referral process to help identify children at risk of referral to special education because of difficulty in learning to read.
18. Helps faculty move away from reading as an isolated endeavor toward an integration of reading within the classrooms and the curricula of the school.